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training. *High School Administration*, by Horace A. Hollister, undertakes to cover the whole ground briefly but clearly, treating every subject in a practical way and suggesting what books to read for a more intensive study of each phase.

Beginning with a brief epitome of the history of secondary education, the author considers the position of the secondary school in our system of education, both legally and technically, comparing and contrasting it with foreign schools. He then treats each phase of high-school administration—grounds, buildings, equipment, textbooks and supplies, the management of the school, and the extension and projection of the school life into the life of the community. Especially noteworthy are the passages on an ideal scheme of legal enactments (p. 46), on a modified method of furnishing free textbooks and supplies (p. 81), on the employment of "cadet" teachers (p. 96), on the training of teachers (p. 100), on teachers' investments (p. 108), on the purpose of instruction (p. 173), on correlation (pp. 208-9), on the definition of method (p. 218), on common fallacies (p. 223), on an ideal scheme of promotions (p. 231), on community life (p. 266), and on moral and religious training (p. 281). The appendixes seem well chosen to illustrate the corresponding portions of the text.

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*Das deutsche Bildungswesen in seiner geschichtlichen Entwicklung.* Von FRIEDRICH PAULSEN. Second edition. Leipzig: Teubner, 1909. Pp. 192. M.1.25.<sup>1</sup>

We have no series of books in America comparable to that of Teubner's "Aus Natur und Geisteswelt." Like the Reclam editions, these publications afford to the Germans inexpensive material of high grade which is an important element in bringing about and sustaining the high general intelligence of school men of that country.

This account of the historical development of the German school system is a model which could be followed elsewhere to advantage. In many of our works on the history of education there is a minimum of relationship between the new subject and the older more general historical studies. To Professor Paulsen the educational movement is an aspect of the larger culture development.

The work is divided into four books each containing three chapters. The first deals with the Middle Ages; the second with the periods of the Renaissance and the Reformation; the third with the time of French influence, from 1650 to 1800; and the fourth (about half the book) with the nineteenth century. The keynote is given in the statement that the ancient classical period developed the individual for the state, the Middle Ages developed him for the church, and the modern period for himself. This large recognition of the individual on the basis of effective social organization appears throughout the book. One of the most significant sections from this standpoint is that treating of the new

<sup>1</sup> *German Education Past and Present.* Translated by T. LORENZ. London: Unwin, 1908. Pp. xx+310.

humanistic movement in Germany in the eighteenth century. In the last period the various types of schools from the university down are considered. Students of secondary education will be especially interested in the sections on "Das neue Gymnasium," and "Die höhere Mädchenschule." In the former the larger meaning of the changes in German secondary schools is clearly brought out. In the latter the higher schools for girls are shown to be characteristic of the modern democratic tendency, and their relations to the woman movement and to the present development of higher education for women are indicated.

Rousseau, Pestalozzi, and Herbart are treated as a part of the large social movement, but are not allowed to crowd the factors less immediately related to the school. Froebel, as is not uncommonly the case with German writers, seems neglected to Americans, who make so much more of his influence. Significant new developments, such as Dr. Lietz's "Landerziehungsheime," and the work of Dr. Kerschensteiner at Munich, are related to the general trend.

An excellent portrait of the author appears as a frontispiece. A tribute to him is written by Dr. Münch. There is a list of good references relating to each book. Unfortunately there is no index. Some of the material in the third book (1650-1800) appeared in volume XXIII of the *Forum*.

*Syllabus of the History of Education.* By WILLIAM J. TAYLOR. Boston: D. C. Heath & Co., 1909. Pp. ix+147. \$1.00.

Dr. Taylor's experience with classes in the history of education at Yale and at the Brooklyn Training School has produced an outline of the subject intended to be "an adjunct to reading and an aid to logical organization." The period of ancient history has twenty-seven pages, mediaeval history eleven, and modern times sixty pages. In this latter division are, among others, sections on "Contemporary Educational Theory," "School Organization," "National School Systems," and "Education in the United States." Appendices contain summaries of the principal influences in education beginning with the Renaissance and in the educational development of New York State, and also outlines of six modern educational classics from Montaigne to Spencer. There are brief indices of titles, names, and subjects. The syllabus will help many teachers to make better use of the growing material in the history of education. It is possible also that it will lend itself somewhat too well to the practices of those students who have examinations to prepare for.

*A Forward Step for the Democracy of Tomorrow.* By WILLIAM THUM. Boston: The Twentieth Century Co., 1910. Pp. vii+235.

In the almost overwhelming supply of printed material upon educational subjects the ordinary school man is apt to overlook much that he needs to aid him in his present problems. We shall soon be obliged to depend for help upon bureaus of methods, materials, and references, such as that contemplated in the department of education of one of our leading state universities.

This book of Mr. Thum's would have been counted one of B. O. Flower's dreams, a few years ago; today several parts of it are in operation in Cincinnati, Chicago, and other cities. It is not made clear in the text whether the